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ABSTRACT

This 1988 guide on HIV (human immunodeficiency virus) education materials for rural schools and its 1989 supplement include descriptions of curricula, films, videos, articles, fiction, and other materials available to rural educators. The materials are housed in Western Washington University's National Rural and Small Schools Consortium Center in Bellingham. Each curriculum entry contains information about objectives, activities, unique features, age appropriateness, limitations, and ordering information, where applicable. Specifically, the booklet contains listings for: (1) 7 articles; (2) 2 books; (3) 8 brochures; (4) 4 clearinghouses and directories; (5) 13 curricula; (6) 1 curricula evaluation; (7) 4 special projects; and (8) 6 films, audio tapes, or video tapes. Also featured in the booklet is an annotated, six-page bibliography prepared by Full Circle Books in Albuquerque, New Mexico. The supplement includes one additional book, eight more curricula, and a brief paper offering strategies for using HIV education resource materials in rural schools. (TES)

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A Resource Guide to Effective HIV Education in America's Rural Schools

developed for the

National Rural HIV Education Project

in cooperation with the

Centers for Disease Control

Atlanta, Georgia

compiled by

National Rural and Small Schools Consortium (NRSSC)
Western Washington University
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Introduction

The National Rural and Small Schools Consortium (NRSSC) is one of 15 national private sector organizations that has been awarded a cooperative agreement from the Centers for Disease Control to extend the impact of HIV school education programs. It is the only CDC project awarded to address the needs of rural schools and communities. The HIV Education Resource Guide for rural schools has been compiled to assist in this effort.

The contents of the Guide include descriptions of curricula, films, videos, articles, and other materials available to rural educators and also housed in the NRSSC Resource Center. Each curriculum entry contains information about objectives, activities, unique features, age appropriateness, limitations, and ordering information where applicable. Also featured in this booklet is an annotated bibliography prepared by Full Circle Books in Albuquerque, New Mexico.

The Guide will be updated periodically as new resources are developed and collected by NRSSC. If you are aware of other materials that should be included in the Guide, particularly rural-focused information on HIV education, please forward the materials to NRSSC or let us know how they can be obtained.

Your comments are welcome and we are delighted to have this opportunity to share our resources with you.

ARTICLES

Center for Population Options, (April, 1988). *D.C. Teenagers and AIDS: Knowledge, Attitudes, and Behavior*. CPO; 1012 14th St. NW, Suite 1200, Washington, DC 20005.

The findings of this study indicated that adolescents are knowledgeable about AIDS, although they do have some misinformation that needs to be corrected. Despite this, many are not motivated to protect themselves because they do not think they are at risk for HIV infection. The respondents said that one of the most effective spokespersons would be a teen suffering from AIDS, demonstrating that teenagers' risk of contracting the HIV infection is very real.

Centers for Disease Control, (January 29, 1988 Supplement). *Guidelines for Effective School Health Education to Prevent the Spread of AIDS*. U.S. Department of Health and Human Services; Public Health Service; CDC; Center for Health Promotion and Education; Atlanta, Georgia 30333.

The guidelines provide information that should be considered by persons who are responsible for planning and implementing appropriate and effective strategies to teach young people about how to avoid HIV infection. The information was developed by CDC in consultation with national organizations such as the American Association of School Administrators, National Education Association, and U.S. Department of Education.

Chace, J., Mid-Atlantic Regional Director, Community Relations Service, U.S. Department of Justice; 309 Custom House, Second and Chestnut Streets; Philadelphia, PA 19106. *Advice to School Superintendents: Planning for the Admission of Students with AIDS and Managing Potentially Adverse Community Reaction*.

The document provides immediate assistance to school superintendents who learn that one of their students has AIDS or tests positive for the AIDS virus. It offers advice on steps to be taken which assure sound decision-making, both medically and legally, and which minimize the likelihood of an adverse community reaction. The article also offers guidance if the presence of a student with AIDS leads to public controversy.

Fineberg, H.V., (February, 1988). Education to prevent AIDS: Prospects and obstacles. *Science*, (239), 592-596.

Though some striking changes in behavior have occurred, especially in homosexual populations in areas with high prevalence of AIDS, educational efforts to date have succeeded more in raising awareness and knowledge about AIDS than in producing sufficient changes in behavior. According to this article, the U.S. has yet to mount a nationwide comprehensive, intensive, and targeted education program to prevent AIDS.

National PTA, (February, 1988). Questions and answers about AIDS. *PTA Today*, 5-7.

This article is based on the brochure *How to Talk to Your Teens and Children About AIDS*, published by the National PTA. Provides basic information for parents.

Tolsma, D. D., (April, 1988). Activities of the Centers for Disease Control in AIDS education. *Journal of School Health*, (58)4; 133-136.

Summarizes CDC activities in prevention programs, school health initiatives, cooperative agreements, educational resources, and national meetings; urges health and education agencies at the national, state, and local levels to work closely together.

Yarber, Wm., (February, 1988). What makes a good AIDS curriculum? *PTA Today*, 8-10.

Yarber recommends that basic information about AIDS virus transmission and prevention should be provided at grades four or five, where children develop a greater interest and understanding of human sexuality. In this article, he cites additional issues in AIDS education and what to look for in judging an AIDS curriculum.

BOOKS

Quackenbush, Marcia; Nelson, Mary; and Clark, Kay; Eds, (1988). *The AIDS Challenge: Prevention Education for Young People*. Network Publications: Santa Cruz, CA. This book addresses issues related to educating youth of all ages about AIDS. It give educators, professionals, community and youth leaders, and parents the facts and strategies for creating and implementing effective AIDS education programs in school and non-school settings. Thirty-two national and international experts have contributed chapters on their areas of expertise. Other topics include approaches for delivering AIDS information to young people; models for establishing support for AIDS education programs, religious, legal and scientific perspectives on issues involved in AIDS education; and background information necessary to teach AIDS prevention. The resource also covers ways to reach minority youth and special populations at risk. Recommended as a comprehensive source of AIDS information.

Quackenbush, M., & Villarreal, S., (1988). *Does AIDS Hurt? Educating Young Children About AIDS*. Network Publications: Santa Cruz, CA. This book speaks directly to the issues involved in educating children (preschool to age 10) about AIDS. It give teachers, parents and child-care workers useful suggestions and basic guidelines for talking with children about AIDS. One of the central messages is that children do not need explicit or very specific information about AIDS, but their concerns do need to be addressed honestly and age-appropriately. The focus of the book is on building a foundation of understanding of communicable diseases, good hygiene and prevention against illness. The authors recommend placing AIDS education for young children within the context of a comprehensive health education to lay the groundwork for a later understanding of AIDS and AIDS prevention. A thoughtful, well-written book.

For additional annotated bibliography, see pp. 23-28.

BROCHURES

What Do We Know About AIDS? This brochure provides basic, accurate, up-to-date information about AIDS and HIV infection. What is AIDS and HIV infection? What causes it? What are the symptoms? Is there a cure? Can it be prevented? Appropriate for use in clinics, health agencies and in college, university, or 11th-12th grade classes.

What You Should Know About the AIDS Antibody Test Gives comprehensive information about the AIDS antibody test: what the test means, how it works, negative and positive results, and types of tests available. Information about counseling, advantages and disadvantages of testing, testing procedures, and confidentiality issues is included.

AIDS--Think About It/SIDA--Pienselo Designed for people with a low reading level, this brochure is written in English and Spanish. It explains how a person can and can't get AIDS, prevention and where to get help. The National AIDS hotline is given and the brochure discusses pregnancy and AIDS. Useful for teachers working with migrant populations.

What Women Should Know About AIDS. Describes how AIDS and HIV infection affect women by explaining the disease and the virus, and discussing risk behaviors, prevention, pregnancy, testing for AIDS antibody. Appropriate for use in clinics, health agencies and secondary or college level classes as a companion to *What Do We Know About AIDS*?

Talking With Your Child About AIDS. Written for parents, this provides basic guidelines to follow when talking with children about any important topic, and more specific information on talking about AIDS with children between the ages of three and twelve. The information is helpful and reassuring.

Talking With Your Teenager About AIDS. This pamphlet is written for parents and gives advice on talking with teenagers about AIDS. Suggestions include how to prepare for sensitive conversations, being specific and expressing feelings. The pamphlet concludes with guidelines for safer sex. Parents will find this sensitive, reassuring and informative material.

AIDS: Am I at Risk?--A Checklist for Modern Lovers. Written for adults, this pamphlet encourages partners to discuss past sexual history and modify their sexual behavior to lower the risks of getting HIV infection. Safer sex guidelines are given. For distribution by clinics, community health organizations and college health services.

The brochures listed above can be ordered from Network Publications, a division of ETR Associates, P.O. Box 1830; Santa Cruz, CA 95061-1830; 408/438-4080.

AIDS: The Facts, American Red Cross. Developed in cooperation with the Washington Business Group on Health, this brochure is based upon Public Health Service/U.S. Department of Health and Human Services pamphlet, "Facts About AIDS." Concise information is given on cause, who is likely to contract it, how it is spread--what the symptoms are, prevention, and testing for AIDS. A Public Health Service Hotline number; 1-800-342-AIDS provides further information.

CLEARINGHOUSES & DIRECTORIES

National AIDS Information Clearinghouse (NAIC) P.O. Box 6003; Rockville, MD 20850; 301/762-5111.

Two databases--one for organizations providing resources and services and the other for educational materials such as brochures, curricula guides, policies and procedures, and audiovisual materials, are maintained. The Clearinghouse also distributes a variety of government-approved publications. Future services will include a newsletter, online bulletin board, training in the use of databases, and a public reading room.

National Organization of Black County Officials, Inc. (NOBCO) 12012 S. Compton Avenue; Room 1-404, M.P. 31, Los Angeles, CA 90059; 213/603-5232. *AIDS Resource Guide*, (June, 1988), compiled by Cynthia Callahan Davis, M.P.H. Program Director.

The Resource Guide was compiled to increase the availability of AIDS/ARC education and information to Black and minority youth in urban and rural communities. It contains information about AIDS educational materials, audiovisual or print, and specifies target audience, reading level and year published. Materials are solicited on an ongoing basis and the Guide is updated as new materials are identified, collected and reviewed by NOBCO.

Halleron, T.A., & Pisaneschi, J. I., *AIDS Information Resources Directory*, (April, 1988). American Foundation for AIDS Research--AmFAR. 40 West 57 Street, Suite 406; New York, New York 10019-4001; 212/333-3118; Telex (RCA) 269842 AMF UR. Produced by Bio-Data Publishers; 1347 30th St., N.W.; Washington, D.C. 20007; 202/338-1300. Order toll-free 1-800/992-2873. $10.00.

This project grew out of a desire by the American Foundation for AIDS Research to assist AIDS organizations and the education community to rapidly implement urgently needed programs. The *AIDS Information Resources Directory* was developed in a four-month period and is designed to facilitate the selection of AIDS education materials.

The Directory contains up-to-date descriptions for over 1100 educational resources--brochures and pamphlets, videotapes and films, curricula and instructional programs, posters, public service campaigns, manuals, guidelines, and periodicals, listed in alphabetical order by product type. The materials contained in the Directory are provided as source materials only. They have not been independently verified by AmFar or Bio-Data Corporation and should not be relied upon as being accurate.

Center for Women Policy Studies (CWPS); 2000 P St., N.W., Suite 508; Washington, D.C. 20036; 202/872-1770. *The Guide to Resources on Women and AIDS* (to be published August, 1989).

The CWPS National Resource Center on Women and AIDS is compiling its first comprehensive national directory and assessment of programs available on women and AIDS with support from the Ittleson Foundation, Chicago Resource Center, and the Open Meadows Foundation. The Guide will include:

-reviews of prevention education programs and materials for non-sexist, non-racist content;

-annotated directory of local, state, regional, and national AIDS services and programs for women, particularly women of color, and their families;

-summaries of research on women and AIDS;

-section on funding for women and AIDS projects.

CURRICULA

Bartman, Robert E., Commissioner of Education, Missouri Department of Elementary and Secondary Education. *Comprehensive School Health Competencies and Key Skills: Disease Prevention and Control, Including Suggested Teaching Strategies*, (Draft-1988). Grades K-12.

Objectives: 1. Through experience, observation and reading, identify problems facing individuals and society; 2. Identify causes and effects of health problems on the body and recognize preventable ones; 3. Identify and analyze social health problems for implications and existing or needed prevention, intervention and treatment programs; 4. Recognize, analyze, and demonstrate personal health behaviors which promote a healthy lifestyle.

Disease prevention and control is the first of nine conceptual areas currently being revised for the Missouri Comprehensive Social Health Instruction Program (CSHIP). This segment was chosen to be revised first to address the important instructional needs regarding sexually transmitted diseases and in particular HIV infection/AIDS in Missouri schools. Competencies and key skills of the state-mandated K-12 instructional program are identified. Throughout the curriculum, the focus is not on AIDS, but the importance of healthy lifestyles. The term is not even mentioned until Grade 4, and no reference is made at any level concerning the significance of intravenous drug usage with the spread of the disease among heterosexuals. Sophisticated health terminology is used throughout the unit, suggesting that the teacher should possess a solid background in health literature. There are no accompanying resource or audio-visual aids lists. Activities focus on disease prevention.

CURRICULA

Dade County Public Schools, Comprehensive Health Education Office, School Board Administration Building, 1450 NE Second Ave., Miami, Florida 33132. *AIDS Elementary School Program* (Revised, September, 1987); *AIDS Life Science Junior High School Program*, (September, 1986); *AIDS Health/Life Management Skills Senior High School Program*, (September, 1986). The Junior High unit is reviewed here. Elementary and senior high units contain similar information tailored to their particular levels.

General Objective (Jr. High). Be aware of the signs, symptoms, and methods of transmission of Acquired Immune Deficiency Syndrome. Expected outcomes: The student will: 1. Define AIDS; 2. Name the cause of AIDS; 3. List the methods of transmission; 4. List and describe the three stages of AIDS; 5. List high-risk groups; 6. Recognize fact or fiction concerning AIDS; 7. Identify authoritative sources of information about AIDS.

Contents include materials, pre- and posttests, answer keys, teacher resource information, student handout on AIDS and a student attitude survey. Teachers are expected to stress abstinence as the best preventive measure against AIDS and other STDs. At the same time, they should instill strong self-esteem in their students to offset peer pressure. Students must be impressed with their right and responsibility to say no. AIDS Hotline information is provided as well as a copy of Dade County Public School's nondiscriminatory employment act.

A parent handout is included with the Elementary Curriculum, and a Public Health Fact Sheet accompanies the Senior High Unit.

CURRICULA

Downer, Ann, & Miller, Leslie, *AIDS: What You and Your Friends Need to Know*, (1987). Seattle-King County Department of Public Health AIDS Prevention Project; 1116 Summit Avenue, Suite 200; Seattle, Washington 98101. Grades 9-12.

Objectives: 1. The student will demonstrate functional information learned about AIDS by correctly answering objective questions in a post-class exam; 2. The student will use learned functional information about AIDS by discussing in a post-class essay question how the information impacts his/her attitudes toward the disease and the people who have it.

The purpose of this lesson plan is to help high school students make more informed decisions about risk-taking behavior. The plan can be easily incorporated into existing health curricula and is intentionally brief, meant for only one or two classroom sessions. Using an ITIP (Instructional Theory into Practice) format in the lesson design, a task analysis is included to meet ITIP criteria. Teaching scripts are detailed, self-explanatory lesson plans, and may be modified at the discretion of the instructor to include videotapes, slide shows, attitude search exercises, questions and answers about AIDS, and/or an evaluation survey. Coverage of risk reduction/safer sex practices could be more detailed, but the rest of the unit is comprehensive. Seattle-King County data are made available. What is impressive about this unit is that a large amount of accurate information is provided the teacher in a very brief lesson plan which is flexible and convenient to use.

CURRICULA

Earhart, J. Troy, Commissioner, Rhode Island Department of Education, & Scott, H. Denman, Director, Rhode Island Department of Health, 22 Hayes Street, Providence, Rhode Island 02908. *Instructional Outcomes for AIDS Education*, and *Instructional Resources for AIDS Education*, (May, 1987). Grades K-12.

Objectives: Grades K-3 - Understand concepts of illness, disease, and well-being in terms of prevention and care; Grades 4-6 - Understand nature of infection and disease, prevention, and impact on body; Grades 7-12 - Understand nature of AIDS and actions necessary to prevent, limit and control its development.

The Instructional Outcomes booklet outlines general curricular and programmatic recommendations and expected instructional guidelines for K-12, but doesn't provide an actual curriculum. Instructors are expected to develop their own lesson plans and activities. Teachers will find in the second booklet an easy-to-use directory of instructional resources for AIDS education, organized by grade level cluster and type of resource (visual, printed, or media kits). Names and addresses of vendors and a checklist on area of emphasis, i.e., general information, symptoms, prevention, and societal impact are also included.

CURRICULA

Folks, J.M., State Superintendent of Public Instruction, Oklahoma State Department of Education, and Leavitt, Joan, K., Commissioner of Health, Oklahoma State Department of Health. *AIDS Prevention Education Curriculum Guide for Teachers*, (1987). Grades 7-12.

Objectives: 1. Be aware of the forms of the disease, methods of transmission and prevention of AIDS; 2. Understand origin and history, definition, cause, methods of transmission, prevention, and forms of HIV infections; 3. Identify tests, methods of care and treatment; 4. List high risk groups, especially note problems with pregnant women; 5. Identify misconceptions and authoritative sources of information.

The booklet contains very brief information relative to the general objectives. An abbreviated resource list taken from Rhode Island's *Instructional Resources for AIDS Education* is included, as well as a paper on epidemiology, a copy of the Oklahoma Act mandating AIDS education, and a glossary. An accompanying booklet, *Common Questions and Answers about AIDS*, will be of interest to teachers, but overall, the Oklahoma curriculum guide presents, at best, spotty information. No suggestions are given for inservice training--who should teach and how the subject should be taught. Learning activities are not included.

CURRICULA

Greenwood Laboratory School, *AIDS Education Curriculum Guides*, (Fall, 1988). Southwest Missouri State University; 901 South National Avenue; Springfield, Missouri 65804-0086; 417/836-5124. Grades K-12.

Objectives: 1. Alleviate fears and dispel myths, but at the same time instill a healthy respect for the deadly disease; 2. Teach self-discipline and personal responsibility; 3. Stress importance of family; 4. Stress decision-making skills; 5. Provide access to accurate information for teachers, students, and parents.

Although most of the material for upper grade levels in this guide is borrowed from other sources (*American Red Cross, AIDS Prevention Program for Youth*; Yarber, Wm. *What Young Adults Should Know*), the curriculum for K-3 has been developed locally with an emphasis on reassurance of young students. In the section on how to approach the subject, teachers are advised to be open and honest, and to always end discussions on a positive note. There is an attempt to establish a foundation upon which rests the philosophy of personal responsibility and a positive self-concept for young children.

Supplemental information includes a sheet of instructions for cleanup procedures for body fluid spills, and restricted information on the availability and proper use of condoms for sexually active students.

Southwest Missouri State University is presently working on another AIDS document to be published later.

CURRICULA

Haven, Grant G., & Stolz, Jeffrey, *STATS: Students Teaching AIDS to Students*, (1988). Order through American Medical Student Association, 1890 Preston White Drive, Reston, VA 22091; 703/620-6600. Stats manual $7.00 @ (1-9 copies) $6.00 @ (10 or more copies). Slide Presentation (24 slides to be used in conjunction with program:) $21 per set (1-9 sets) $19 per set (10 or more). Grades 7-12.

Objectives: 1. Allow students to demonstrate what they have learned about AIDS facts and myths; 2. Encourage students to openly ask questions of each other about AIDS; 3. Encourage students to think of barriers to utilizing risk-reduction behaviors; 4. Create ways of eliminating these barriers; 5. Reinforce correct information on a variety of issues surrounding HIV infection; 6. Dramatize emotions experienced by a person with AIDS and those who know him/her; 7. Present students with real-life situations to which they must apply their knowledge about HIV infection; 8. Encourage participants to discuss AIDS issues with their peers; 9. Encourage discussion of various social issues regarding people who are infected with the AIDS virus.

STATS is designed for medical or other health professional students interested in teaching adolescents about HIV infection and its prevention. The STATS Manual includes suggestions for preparation of medical students to teach about AIDS; a curriculum guide and interactive hints about how to approach the material with different age groups; pre- and posttests to evaluate the effectiveness of training; educational games and exercises that serve to reinforce the material and encourage students to consider issues of fear and discrimination surrounding AIDS; and a slide presentation to win parental and school acceptance of the program. The STATS curriculum can be presented in a minimum of two one-hour sessions. The information is intended to be practical--explicit instructions are given about safe sex, especially use of condoms. The authors state that the information comes from an objective medical viewpoint, not an ethical one. The purpose of open presentation of sexual issues is to provide adolescents with the tools they need to remain healthy. An evaluation form and bibliography are also included.

CURRICULA

Michigan Department of Public Health; Michigan Department of Education, *Curriculum Modules on Acquired Immune Deficiency Syndrome (AIDS) for Michigan Students*. Grades 7-8, 9-10, 11-12.

Objectives: All three curriculums address at age appropriate levels - factual information about AIDS, how AIDS is and is not transmitted, and how the disease is prevented.

Activities for grades 7-8 include sorting out the myths about AIDS and developing an action plan to communicate AIDS information to others. Grades 9-10 activities focus on AIDS within the communicable disease chain, risk behaviors associated with AIDS, and avoidance and modification of risk behaviors. Grades 11-12 cover the topics of sorting AIDS facts from opinions and myths; how AIDS affects the immune system; risk behaviors and risk reduction techniques; legal, financial and ethical issues surrounding AIDS; and assistance through resources and agencies.

The Grade 7-8 module contains three lessons and 9-10 and 11-12 each contain five lessons. Large portions of the lessons were adapted from the San Francisco curriculum which was one of the first in the U.S. to be developed in response to this pandemic disease.

The approach is not focused on values. Rather, there is an emphasis on memorizing facts. Less importance is placed on developing self-esteem or examining feelings about AIDS. To make the curriculum truly comprehensive, it is recommended that more activities be developed in this area. Provision should also be made for teaching special populations (minorities, dropouts, disadvantaged, or disabled). The curriculum can easily be adapted by other school systems.

CURRICULA

Pies, Cheri A., & Stoller, Elizabeth, San Francisco Department of Public Health in cooperation with San Francisco Unified School District. *Teacher's Curriculum Guide on AIDS for Use by Middle School and High School Teachers*, (December, 1987). Grades 7-12. Order through Bob Prentice, San Francisco Department of Public Health; 101 Grove, #323, San Francisco, CA 94112; 415/864-5571.

Objectives: 1. Develop students' understanding of causes and transmission of communicable disease; 2. Provide students with current, accurate information about AIDS; 3. Give students an opportunity to ask and answer questions about AIDS; 4. Provide an opportunity for students to identify their thoughts, feelings, and ideas about AIDS; 5. Increase students' vocabulary about the prevention of AIDS and other sexually transmitted diseases; 6. Enable students to understand prevention and risk reduction concepts related to AIDS and other STDs; 7. Increase students' knowledge about community resources.

For use in grades 7-12, the curriculum guide is suitable for diverse audiences and communities and will fit into local and state Family Life Education guidelines. Teachers are encouraged to integrate the content into a broad range of subject areas--not only family life, but social studies, mathematics, home economics and consumer health. The guide contains complete units of lessons, vocabulary building sets, student activities, and teacher background information and preparation. Also included are pre- and post-tests, transparency masters and a resource list. The activities provide excellent opportunities for students to express their feelings about AIDS, and reflect a sensitive approach toward the subject matter. The high school supplement poses many discussion questions in which the student is required to think carefully about the social issues involved and to arrive at sensible solutions. The material is accurate and comprehensive, and the curriculum has been used as a prototype for developing other curricula.

CURRICULA

Post, Jory, & McPherson, Carole, *Into Adolescence: Learning About AIDS*, (1988). Contemporary Health Series, Kathleen Middleton, Series Editor; Network Publications, Div. of ETR Associates: Santa Cruz, CA $12.95 (paper). Grades 5-8.

Objectives: 1. Students will describe why it is important to learn about AIDS; 2. Students will classify information about AIDS according to specific criteria; 3. Students will explain the importance of newspapers in keeping them informed about critical issues; 4. Students will describe how to utilize experts to find accurate information about AIDS; 5. Students will differentiate among various characteristics of disease; 6. Students will describe causes, symptoms, transmission, effects, treatment and prevention of communicable diseases; 7. Students will illustrate how the AIDS virus attacks the immune system; 8. Students will identify symptoms related to AIDS; 9. Students will demonstrate compassion for a person with AIDS; 10. Students will synthesize possible solutions to an AIDS-related problem. (Others as listed.)

This module provides teachers with concrete behavioral objectives, specific strategies, pretest, posttest and evaluation methods. Maintaining that AIDS education should remain as one part of a larger comprehensive health education program, the module focuses on giving middle school students a foundation for understanding disease transmission and prevention. The curriculum suggests taking an inventory of what students already know about AIDS; presents critical thinking and cooperative learning activities for students; builds students' vocabulary of AIDS; explains HIV and discusses how AIDS is transmitted and how it can be prevented. Abstinence is stressed. The module features materials and strategies for advanced students.

CURRICULA

Teaching AIDS - A Resource Guide on Acquired Immune Deficiency Syndrome, Quackenbush, M., Sargent P. Network Publications, Santa Cruz, CA (1988, Revised).

This curriculum, which includes updated statistics and 35 additional pages of resource materials, remains one of the most comprehensive and widely distributed teaching resources in the country. The new material covers condom use, abstinence, infection control guidelines, CEC Case Definition of AIDS, CDC Classification System for HIV infections and a glossary. The expanded resource guide also provides answers to the most commonly asked questions about AIDS and information on safe and unsafe sexual activities. The guide is written in language appropriate for secondary and college level students. It includes worksheets and teaching plans covering medical, social and legal aspects on AIDS. In addition, educators will find suggestions for talking about sexuality in the classroom, tips on troubleshooting, ways to stay up-to-date on AIDS information and a listing of AIDS resources.

Teaching plans include: The Basic AIDS Unit; Public Response to AIDS; Civil Rights Issues Involving AIDS; Epidemics and AIDS; the AIDS Virus; STDs and AIDS; and The Story About AIDS. $19.95; 163 pages. Order from ETR Associates; P.O. Box 1830; Santa Cruz, CA 95061-1830; 408/438-4060.

CURRICULA

Yarber, Wm., Professor, Department of Applied Health Science, Indiana University, Bloomington, Indiana 47405. *AIDS: What Young Adults Should Know*, (December, 1987). Order through American Alliance Publications; P.O. Box 704; Waldorf, MD 20602; 301/476-3481. Cost for Teacher's Guide - $8.95; Student Manual - $1.75-2.50, depending on number purchased. Grades 7-12.

Goal: To prepare individuals to protect themselves and others from infection by acting more responsibly and making decisions that will contribute to their health and well-being. Instruction specifically addresses knowledge, attitude, and skill.

Written for Junior and Senior High students, the curriculum offers a teaching manual with a three-session lesson plan and a student guidebook. Eight learning opportunities are presented that reinforce personal preventive health behaviors and attitudes. Special features include a student self-awareness test, a series of common AIDS questions, and student worksheets with problematic situations. Examples include "Unfinished AIDS Sentences" and "Uncle Bill's Advice Column." The curriculum information is accurate and comprehensive, but the teaching format is a little confusing and could be arranged to better advantage, e.g., by grouping worksheets with the exercises instead of putting them in Appendices at the back. The author recommends that teacher inservice training be offered and AIDS material be incorporated into existing curriculum, although no specific suggestions are given for how to do either. Both the Teacher's Guide and Student Manual contain handy one-page summary sheets of basic AIDS information.

CURRICULA EVALUATION

National Coalition of Advocates for Students (NCAS), 100 Boylston Street, Suite 737; Boston, Massachusetts, 02116-4610. *Criteria for Evaluating an AIDS Curriculum*; and, *Steps to Help Your School Set Up an AIDS Education Program*, (1988). Order at above address for $4.00 each. Grades 6-12.

Criteria for Evaluation This booklet offers the following guidelines for curriculum evaluation: The content should - 1. Give simple, clear and direct information about AIDS transmission and prevention; 2. Help students acquire the necessary self-esteem and assertiveness to choose to abstain from sexual intercourse; 3. Inform all students about effective ways to prevent infection when they become sexually active including information about condoms and their correct use; 4. Focus on teaching students how to make healthy sexual decisions; 5. Convey that anyone can get AIDS regardless of race, sex, age or sexual orientation; 6. Affirm that people have natural sexual feelings; 7. Provide enough class periods to give each student multiple opportunities to rehearse making decisions based on information received about AIDS; 8. Allay young children's fears of AIDS; 9. Give young children a foundation for more detailed discussion later.

The program should also offer adequate staff training, information to limited English proficient students in their own language, special considerations for students with handicaps, updated curriculum, sufficient community and parental support, and an opportunity for dialogue.

Steps is written on a fifth grade level and is directed toward parents who want to help set up an AIDS evaluation program in their school. Contents include information on what AIDS is, why teens are at risk, the school's role, checklist for selecting a comprehensive AIDS curriculum, and a list of resources. Copies of both booklets are available in Spanish. Although the information is brief, it is sufficient and the booklet is a good resource for personnel working with migrant and immigrant populations.

PROGRAMS AND PROJECTS

Kids on the Block

The puppets have introduced a new program on AIDS with "Natalie Gregg" as the newest kid on the block! She is 25 years old, married, and recently found out that she is a person with AIDS. With another puppet, she discusses her condition and myths and misconceptions about the disease. Designed especially for students in the fifth grade through high school, but appropriate for all types of public education programs, Natalie also talks about the specifics of the disease and important prevention issues, such as abstinence, monogamy, and safer sex. She talks about AIDS in the work place and dying with AIDS. The children can talk directly with the puppet and ask about the surrounding issues. Included with purchase ($1475) are all puppets and props, descriptions of main characters, scripts, questions and appropriate answers, classroom activities, and a resource list. Although expensive, it is a program that can be used year after year, influencing child after child.

AIDS Prevention Education Project

Grades 4-8. Divided into age-appropriate activities for grades 4/5, 5 and 7/8, this describes the basic content information and resources for an elementary-level AIDS education component with many helpful classroom activities. San Mateo County Office of Education; Instructional Services Division; Curriculum and Guidance Services; 333 Main Street; Redwood, CA 94063; 415/363-5456.

Teaching AIDS Training Project

Designed to increase the number of junior/middle and senior high schools nationwide providing effective AIDS prevention education that is locally determined, consistent with community and family values, and appropriate to community needs, this project offers four training interventions; (1) Teaching AIDS: Program Development Training--a two-day training for local school district teams comprised of administrators, school board members, parents, teachers and community leaders. It provides an opportunity to learn an effective process for the development and implementation of school-based health and AIDS prevention programs. (2) Teaching AIDS: Basic Teacher Training--a three-day training for teachers new to the field of health/family life education. It provides basic preparation for teaching about positive health behaviors including appropriate content, methodology and practical classroom activities for teaching AIDS prevention. (3) Teaching AIDS: AIDS Teacher Training-- a two-day training for experienced health/family life educators. It provides content information and appropriate classroom activities, as well as new strategies for teaching prevention. (4) Teaching AIDS: Trainer Training--a three-day training for designated teachers from medium and large school districts. It offers an experiential model for in-district teacher training in AIDS prevention education. Contact Patti O. Britton, ETR Associates; P.O. Box 1830; Santa Cruz, CA 95061-1830; 408/438-4060.

Preventing AIDS Through Education

Connor, M.J., Johnson, N., et al., Minnesota Department of Education, 1986. This is a set of resources to help educators prepare two to three classroom presentations about AIDS, suggesting content and activities that can be integrated into various subject areas - health, science, and social studies and home economics. Options are included for educators to tailor the experiences to the developmental level of students, to students' background knowledge and to the community's perspective on AIDS. Order from Minnesota Curriculum Services Center; 3554 White Bear Avenue; White Bear Lake, MN 55110; 612/770-3943; 800/652-9024.

VIDEOS/FILMS/AUDIOTAPES

The AIDS Movie (October, 1986).

This film has a powerful, sobering message which is highly appropriate for high school and college students and is also recommended for the general public. Viewers will empathize with three people with the disease who share what it's like to live with AIDS and tell others what they can do to protect themselves against it. An AIDS educator speaks on the importance of awareness and prevention. Included with purchase is a discussion guide for teachers. 26 minutes; Color; Film-$450; Video-$385 (plus $5 shipping). Rental (16mm only) $57. Distributed by Durrin/New Day Films, Inc.; 22 Riverview Drive; Wayne, NJ 07470-3191; 201/633-0212.

Everyone Can Avoid AIDS

A clay animation video that stresses abstinence and covers why the AIDS virus is not casually transmitted; how infected blood can enter the body; protection from the AIDS virus, and alcohol and drugs affecting personal judgement. Contains a very brief Instructor's Guide and multiple-choice quiz. 20 minutes. Produced by Network Publication/ETR Associates; P.O. Box 1830; Santa Cruz, CA 95061-1830; 408/438-4080. Preview is $10 and full purchase price is $395.

I Have AIDS--A Teenager's Story Answers Questions Children Are Asking

Produced by the Children's Television Workshop for the PBS science series, this video features sixteen year old Ryan White, who contracted AIDS from a tainted blood transfusion several years ago. In the film, Ryan answers some of the questions many elementary school-aged children are asking about AIDS in an articulate, down-to-earth way. The video's message is that education is one of the most important tools we have to conquer fears and to dispel myths about AIDS. Appropriate for upper elementary and middle school grades. 28 minutes.

Showtime and Centers for Disease Control AIDS Education Tape

Brief videotape featuring musical highlights from Showtime's and Dionne Warwick's AIDS benefit gala held in Washington, D.C. last June. Preceding the clips are messages about AIDS prevention from Assistant Secretary of Health, Robert E. Windom, and Director of the Centers for Disease Control, James O. Mason. The tape also publicizes an essay contest that encourages students to submit essays on reaching out to AIDS victims. Copying of the tape is encouraged only for educational purposes. 15 min. on 3/4" tape. Panavideo Productions, Inc.; 248 E. 35th St.; New York, NY 10016; 212/725-2211.

Hay, Louise, (1983). *AIDS: A Positive Approach*; Hay House; 3029 Wilshire Blvd. #206; Santa Monica, CA 90404; 213/828-3666.

An audiotape with a gentle, yet persuasive message that AIDS patients can experience self-healing through a positive approach to the disease. Aimed primarily at gay men, the tape offers relaxation exercises with accompanying music. Recommended for adults. Cost: $10 plus handling.

AIDS-Wise, No Lies

An award winning video that has been described as "riveting, gut-wrenching--looks straight in the face of AIDS." Ten young people whose lives are affected by AIDS reveal thoughts, feelings, and experiences in their own words from their own environments. By the end of the video, viewers are left feeling strong, knowing they have choice and control over contracting AIDS. The video can be used by educators--high school through college, health professionals, and church groups. Accompanied by an extensive study guide that addresses facts, feelings, and skills. 22 minutes, color. Purchase price is $250 (discounts available for nonprofit groups) plus $7.00 postage/handling. Preview copies available. New Day Films; 853 Broadway, Suite 1210; New York, NY 10003; 212/477-4604.

ADDITIONAL ANNOTATED BIBLIOGRAPHY
Prepared by *Full Circle Books* of Albuquerque, New Mexico

Aaron, Anne and Iben Browning. *AIDS*. Sapiens, 1988, paper, 9.95. The AIDS threat to our economic future is presented. Good book for employers.

Adair, Margo and Lynn Johnson. *Visualization and AIDS*. Tools for Change, 1986, 2 cassettes, 16.95. Meditations for a health immune system and meditations for respite. Very effective.

AIDS Project. *AIDS: A self-care manual*. IBSS Press, 1987, paper, 12.95. "Encyclopaedic in its coverage. The single best book for both PWAs, and people around them."

Altman, Dennis. *AIDS in the mind of America*. Doubleday, 1987, paper, 8.95. "Excellent evaluation of AIDS' impact on American thought. Excellent history."

American Management Assoc. Research Staff. *AIDS: The work place issues*. "Good for business-related questions, but dated."

Amos, William. *When AIDS comes to church*. Westminster, 1988, paper, 9.95. A minister's account of coping with AIDS in his own congregation.

Badgley, Laurence. *Healing AIDS naturally*. Human Energy, 1987, paper, 14.95. "Good reports on this from PWA."

Bethards, Betty. *Relationship in the new age of AIDS: Self-awareness through commitment*. Inner Light, 1988, Pamphlet, 4.95. Good sense.

Black, David. *The plague years: A chronicle of AIDS*. Simon & Shuster, 1986. "There's some awful books out there, and this is one of them. Very dated, marred by the author's own fears, some incorrect info. Spiteful, stupid and homophobic."

Breitman, Patty, Kim Knutson, & Paul Reed. *How to persuade your lover to use a condom...and why you should*. Prima, 1987, paper, 4.95. Great dialogues. It might even work.

Bryan, Jed. *Cry in the desert*. Banned Books, 1987, paper, 9.95. Well written gay novel about the horrors resulting from the AIDS crisis.

Cantwell, Alan. *AIDS: The mystery and the solution*. Aries Rising, 1986, paper, 9.95. "Unorthodox proposal for AIDS as bacteria."

Cole, Harold. *AIDS: An invitation to healing*. New Visions, 1987, cassette, 10.00. Includes meditations.

Dalton, Harlon and Scott Burris. *AIDS and the law: A guide for the public*. Yale AIDS Law Project, pb, 7.95. "Do not confuse with another book with a similar title. Excellent for those to whom it is directed, very accessibly written."

Davis, Christopher. *Valley of the shadow*. St. Martins, 1988, cloth, 13.95. Gay novel about two young men with AIDS who are in love and dying.

Davis, Margaret. *Lovers, doctors, & the law: Your legal rights and responsibilities in today's sex-health crisis*. Harper & Row, 1988, paper, 7.95.

Delaney, Martin and Peter Goldblum. *Strategies for survival*. St. Martins, 1987, paper, 10.95. Comprehensive and clear but an odd tone. Reported as very good in practice.

Douglas, Paul and Laura Pinsky. *The essential AIDS fact book*. Pocket, 1987, paper, 3.95. "Some information is wrong."

Fagnan, Dr. Maria and Merle Miller. *Indians and AIDS*. Sapiens, 1988, paper, 7.95. Cultural, spiritual, and treatment issues as they relate to Native Americans. Includes a section for counselors.

Fettner, Ann and William Check. *The truth about AIDS*. Holt, 1984. "Good early book, now dated."

Fierstein, Harvey. *Safe sex*. Macmillan, 1987, cloth, 15.95. "Good for attitude change. Doesn't read well. Drama."

Flood, Gregory. *I'm looking for Mr. Right but I'll settle for Mr. Right away--AIDS, true love, the perils of safe sex and other spiritual concerns of the gay male*. Brob House, 1987, paper, 7.95. Wise and wacky.

Flynn, Eileen. *AIDS: A Catholic call for compassion*. Sheed & Ward, 1985, paper, 4.95. Compassionate and very Catholic.

Fortunato, John. *AIDS: The spiritual dilemma*. Harper & Row, 1987, paper, 7.95. Helpful for many with strong religious backgrounds.

Frommer, Margot. *AIDS*. Pinnacle, 1983, paper, 3.95. Dated.

Frumkin, Lyn and John Leonard. *Questions and answers on AIDS*. Avon, 1987, paper, 3.95. "Very fact-oriented; no opinions are offered."

Gong, Victor and Norman Rudnick. *AIDS: Facts and issues*. Rutgers, 1986. "Comprehensive collection of articles, some a bit outdated. Slightly outdated, still the best general book."

Graham, Clayton. *Tweeds*. Knights Press, 1987, paper, 8.95. "Very good gay novel about a man and his dying lover; it's a laugh-through-the-tears book."

Gregory, Scott and Bianca Leonardo. *Conquering AIDS now*. Warner, 1986, paper, 12.95. A bit off-beat. Full of New Age healing techniques.

Hancock, Graham and Enver Carim. *AIDS: The deadly epidemic*. Gollances, 1986. "Homophobic tone."

Harris County Medical Society. *AIDS: A guide for survival*. Harris County, 1987, paper, 1.95. Excellent information. Readable.

Hay, Louise. *The AIDS book: A positive approach*. Hay House. "Alternative approach to healing by a well-known writer. Blames person with illness but has some useful information. Excellent for those who believe in trust and alternative therapies."

Hay, Louise. *You can heal your life*. Hay House, 1984, paper, 10.00. "Blames person with illness, but has some value. Misleading, poor approach, often causes guilt in reader. Excellent for those who believe in such therapies." Many readers report positive changes in their lives because of this book.

Hoffman, William. *As is*. Dramatists Play Service, 1985, paper, 3.75. This play moved me to tears. The love and courage to face AIDS speaks beautifully for many PWAs and their friends and lovers.

Inst. of Medicine. *Confronting AIDS: Directions for public health, health care and research*. Nat'l Academy Press, 1986, paper, 24.95. "Especially informative in regards to future policy-making."

Jacobs, George and Joseph Kerrins. *The AIDS file*. Cromlech, 1987, paper, 7.95. Blames AIDS spread on the sexual revolution. And we thought it was a disease! All we need according to this book is self-control.

James, Roland. *Understanding AIDS*. Century House, 1987, paper, 6.95. "Clear, simple, fairly accurate."

Johnson, Toby. *Plague*. Alyson, 1987, paper, 7.95. Espionage-like gay novel about the origin and antidote for AIDS.

Kaplan, Helen Singer. *Real truth about women and AIDS*. Simon and Schuster, 1987, paper, 4.95. Clear and concise guide to prevention.

Kaus, Danek and Robert Reed. *AIDS: Your child and school*. R & E, 1986, pamphlet, 3.00. Informative but marred by the section for kids which implies transmission through casual contact.

Kramer, Larry. *The normal heart*. NAL, 1985, paper, 6.95. "Gut wrenching. A very popular play on early AIDS education and experiences of gay men."

Kubler-Ross, Elizabeth. *AIDS: The ultimate challenge*. Macmillan, 1987, cloth, 17.95. Who is to care for PWAs. Will AIDS babies die untouched in hospitals? What does this say about all of us? How AIDS will touch us all. Excellent.

Leibowitch, Jacques. *A strange virus of unknown origin*. Ballentine, paper, 4.95. "Good early epidemiological history, beautifully written."

Levert, Suzanne. *AIDS: In search of a killer*. Messner, 1987, paper, 5.95. Perhaps the author should read the book by Sabatier.

Lingle, Virginia & M. Sandra Wood. *How to find information about AIDS*. Harrington Park, 1988, paper, 6.95. Excellent reference guide. A must for any facility.

Martelli, Leonard, et al. *When someone you know has AIDS*. Crown, 1987, paper, 9.95. "Essential, practical, and personal."

Masters, Williams, Johnson, Virginia and Kolodny, Robert. *Crisis*. Grove, 1988, cloth, 15.95. Somewhat panic oriented. Somewhat naive. Fourth grade is too late for AIDS education.

Matsumura, Kenneth. *Heterosexual AIDS*. Alin Foundation, 1988, paper. An interesting if controversial view that "ordinary (?) sex" does not spread AIDS.

McCarroll, Tolder. *Morning glory babies*. St Martins, 1988, cloth, 14.95. A year in the life of three babies with AIDS that were adopted by a community of lay, nontraditional Catholics.

McKusick, Leon. *What to do about AIDS*. U. of California, 1986, paper, 9.95. Contributions of physicians and mental health workers.

Moffatt, Betty Clare. *When someone you love has AIDS*. NAL, 1986, paper, 8.95. "A bit less practical than When Someone You Know Has AIDS. Tends to blame the person with AIDS for their illness."

Monette, Paul. *Love alone*. St. Martins, 1988, cloth, 13.95. Love poetry to a man who died of AIDS.

Money, J. W. *To all the girls I've loved before: An AIDS diary*. Alyson, 1987, paper, 6.95. "Personal essays by a PWA. Humorous, really personalizes AIDS issues.

Norwood, Chris. *Advice for life: A woman's guide to AIDS risks and prevention*. Random House, 1987, paper, 5.95. Full of good information; good for both women and men.

Nungesser, Lon. *An epidemic of courage*. St. Martins, 1986, paper, 7.95. "Brings AIDS to life. Very readable little book."

Nungesser, Lon. *One day at a time: A personal guide to coping with a terminal diagnosis*. (Not yet published, but initial expectations from several people are that this will be good.)

O'Connor, Tom. *Living with AIDS*. Corwin, 1987, paper, 1985. "Sensible advice about alternative health strategies. Support and self-help for PWAs, well-written."

Oyler, Chris. *Go toward the light*. Harper and Row, 1988, cloth, 15.95. Moving true story about the death from AIDS of a 9 year-old.

Patton, Cindy. *Sex and germs*. South End, 1985, paper, 9.00. "A very interesting book. Much influenced by the author's political agenda. Good analysis but hasn't worn well."

Peabody, Barbara. *The screaming room: A mother's journal of her son's struggle with AIDS*. Avon, 1986, paper, 3.95. Very moving.

Pearsall, Paul. *Superimmunity: Master your emotions and improve your health*. McGraw, 1987, cloth, 17.95.

Pearson, Carol. *Goodbye, I love you*. Jove, 1986, paper, 3.95. Compassionate story, excellent for straight readers.

Preston, John and Glenn Swann. *Safe sex*, NAL, 1986, paper, 8.95. Gay safe-sex information in an erotic context. "Silly, but sensible and popular."

Preston, John. *Hot living*. Alyson, 1985, paper, 7.95. Explicit safe-sex short stories. Gay.

Reed, Paul. *Serenity*. Celestial Arts, 1987, paper, 5.95. "Inspirational but strictly non religious approach to changing sexual lifestyles."

Richardson, Diane. *Women & AIDS*. Methuen, 1988, paper, 9.95. An excellent, clear, and very readable book. Highly recommended.

Serinus. *Psychoimmunity and healing process: A holistic approach to immunity and AIDS*. "Good overview of alternatives. Tends to blame the person with AIDS."

Scotti, Angelo. *Safe sex*. PaperJacks, 1987, paper, 3.95.

Shand, Nancy. *AIDS: The lonely voyage*. Worldwide, 1988, paper, 10.95. 25 PWAs were interviewed.

Shealy, Norman and Caroline Myss. *AIDS: Passageway to transformation*. Stillpoint, 1987, cloth, 10.95. Metaphysical.

Shelp, Earl. *AIDS: Personal stories in pastoral perspective*. "One of the few books to discuss all AIDS groups--women, children, gays, hemophiliacs. Interesting stories but poorly written.

Shelp, Earl and Ronald Sunderland. *AIDS and the church*. Westminster, 1987, paper.

Shilts, Randy. *And the band played on*. St. Martins, 1987, cloth, 24.95. "Exciting recreation of the development and politics of the AIDS epidemic. Good reading but some question as to accuracy."

Siegel, Bernie. *Love, medicine & miracles*. Harper & Row, 1986, cloth, 17.95. Very good but not much about AIDS.

Siegel, Larry. *AIDS & substance abuse*. Harrington Park, 1987, paper, 14.95. A collection of professional articles. A compilation of the major issues of AIDS and chemical dependency.

Service Through Touch: Massaging People with AIDS by Irene Smith. Recorded at the American Massage Therapy Assoc. Conference in Feb. 1988. Irene relates her personal experiences to guide healing professional in learning about AIDS and people with AIDS, exploring their own feelings about death and dying, and developing a gentle, loving approach to this work. (6 Cassette Album) $49.75. Irene Smith is a massage therapist who has worked with hundreds of people with AIDS in home, hospital and hospice settings. She is founder and director of the Service Through Touch hospital massage volunteer program. Her eight years of work with Elizabeth Kubler-Ross is incorporated.

Spirit Speaks. *AIDS: From fear to hope*. New Age, 1987, paper, 9.95. Channelled teachings offering insight and inspiration.

Staff, James and John Brubaker. *AIDS epidemic*. Warner, 1985, paper, 3.95. Good for general readership.

Tatchell, Peter. *AIDS: A guide to survival*. Alyson, 1986, paper, 6.95. Alternative approaches to healing.

Ulene, Art. *Safe sex in a dangerous world*. Random House, 1987, paper, 2.95. "Unrealistically conservative in promoting abstinence."

Warmbold, Jean. *June mail*. Permanent, 1986, cloth, 18.95. "Boring."

Weiner, Michael. *Maximum immunity*. Pocket, 1986, paper, 4.50. Advice for strengthening the immune system.

Watney, Simon. *Policing desire: Pornography, AIDS and the media*. U of Minn., 1987, paper, 14.95. An articulate and heated discussion of inappropriate introduction of morality into disease prevention.

Whitmore, George. *Someone was here: Profiles in the AIDS epidemic*. NAL, 1988, cloth, 17.95. A very humanizing look at real people.

Zilbergeld, Bernie & Lonnie Barbach. *How to talk with a partner about smart sex*. Fay, 1988, audio cassette, 9.95. Excellent advice and workable scripts.

CHILDREN & YOUNG ADULT

de Saint Phalle, Niki. *AIDS: You can't catch it holding hands*. Lapis, 1987, paper, 5.95. Illustrated, seems to be for both children and adults. Some question of the attitude toward gays but we did not find it offensive.

Hyde, Margaret and Elizabeth Forsyth. *AIDS: What does it mean to you*? Walker, 1987, cloth, 12.95. Informative, but dry.

Hyde, Margaret and Elizabeth Forsyth. *Know about AIDS*. Walker, 1987, cloth, 10.95. Ages 8-12. Few illustrations. Well written and interesting.

Kerr, M.E. *Night kites*. Harper, 1986, paper, 2.75. Moving novel about a teenager dealing with an older brother's AIDS.

Kurland, Morton. *Coping with AIDS*. Rosen Group, paper, 6.95.

LaVert. *AIDS: In search of a killer*. "Gives a sense of the personal tragedy as well as medical and political issues.

Marsh, Carole. *Sex stuff: A book of practical information & ideas for kids 7-17, and their teachers and parents*. Gallopade, 1987, paper, 9.95.

Miklowitz, Gloria. *Good-bye tomorrow*. Delecorte, 1987, cloth, 13.95--Novel. High school senior who contracts AIDS from a blood transfusion.

Wachter, Oralee. *Sex, drugs, and AIDS*. Bantam, 1987, paper, 3.95. Slight, but a fine starter. But could be more sex-positive.

Rogers' Recovery from AIDS.

NOTE: Quotations are from the AIDS bibliography prepared as a free public service by Alyson Publications.

ADDITIONAL NOTE: Prices subject to change without notice.

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AN UPDATE FOR:
A RESOURCE GUIDE TO EFFECTIVE HIV EDUCATION IN AMERICA'S RURAL SCHOOLS

July 12, 1989

INTRODUCTION

This guide has been field reviewed by rural education and health practitioners. This edition includes updates up to July 1989. The reviewers were in concurrence that some rural district personnel will find some of the materials less valuable for their district than others. That is the reason for including such a variety of resources. Rural America is extremely diverse, and its populations have a variety of preferences and norms. This is particularly true in an area as sensitive as sex education.

STRATEGIES FOR USING HIV EDUCATION RESOURCE MATERIALS IN RURAL SCHOOLS

Doris Helge, Ph.D.
July, 1989

Two-thirds of all U.S. schools are rural, and over three-fourths are small. This is a vast constituency. Many rural communities thrive on traditional values and do not welcome sex education. Rural citizens frequently view AIDS as an urban gay men's problem.

Strategies for creating any type of change in rural areas are best implemented by local personnel who feel that the change was at their initiation or, at least, addresses a perceived need of theirs. Many rural schools do not offer health education or may offer it at some grade levels, from 1-2 hours per week. Thus it is difficult to do the ideal in a rural setting -- to integrate HIV education into a more comprehensive program of school health education. Significant change will most likely occur with approaches that are holistically and experientially based, and take the time to process information, vs. those that assume that a cognitive "one shot" curriculum approach will produce child change.

As reported by Lloyd Kolbe of the Centers for Disease Control (U.S.A. Today, D-2, May 16, 1989), even though national surveys have clearly indicated that teens know the basic facts about AIDS, they are not doing much to protect themselves. HIV education has to be more than information transmission. It must include decision making and communication skills and self-esteem education. Students with high self esteem will care enough about themselves and others to make decisions to improve their future rather than unnecessarily place themselves at risk.

It is clear that self esteem education must be integrated with HIV education. This cannot occur within a few hours. Accomplishing this in conservative, under-funded rural schools is an exciting challenge.

The Rural Schools HIV Education Project, funded by the Centers for Disease Control to the National Rural and Small Schools Consortium (NRSSC), is using approaches to integrate HIV education and techniques to enhance self esteem. This design is necessary so that students have both the strength and the knowledge to abstain from early sex or, at least, to experience safe(r) sex. Approaches are field tested with a pilot student group. Pre and post-test data are gathered from the students, their teachers, related administrators, and the group facilitators regarding HIV education and self esteem enhancement. A trainer-of-trainers session is taught at the annual NRSSC and ACRES national conferences and during courses offered at Western Washington University, where NRSSC is housed. During such sessions, participants receive basic HIV education and design a master plan for implementing HIV education and self esteem enhancement projects in their home districts. They also hear content regarding rural-based strategies for implementing HIV education and discuss other information gained from working with the pilot project.

An example of the unique HIV education change strategies required to implement HIV education in rural schools is the involvement of county extension personnel. They are out and about in the local community, know everyone, and are selected for their positions because they are respected citizens and thus

listened to. Other examples of parties to be educated and involved for effective HIV education programs are extended families (more prevalent in rural areas), other "natural outreach providers" (e.g., public health providers, meter readers, mail carriers, bookmobile personnel, and others who have a natural communication system that is highly effective). The local communication and power structures must be acknowledged and effectively used. (E.g., the one gas station attendant in a remote rural area talks to lots of folks each day and can change opinions. The clerk at the one grocery store in the area is another rural resource.)

Most such individuals, according to NRSSC and ACRES on-site studies, are well respected in the local community and can make or break a project. It is also critical to involve local social organizations no matter how few and how small they may be. For example, the garden club could show a Red Cross HIV education film as a program. The 4H club, a county extension meeting, the Grange organization, VFW, the wranglers riding club, and local churches could do the same.

Any social organization, informal or formal, can be a vehicle for implementing HIV education. If rural citizens feel that the project is relevant to the community and if they are involved in designing and implementing the project, it will be more likely to be implemented. Such groups are essential for school HIV education programs to be successful.

CURRICULA

Lalor, Edward, Director, Division for Program Development, & Willie, Micheal, Director, Division of Pupil Health and Fitness, The University of the State of New York, The State Department of Education, Bureau of Curriculum Development, Albany, New York 12234. AIDS INSTRUCTIONAL GUIDE GRADES K - 12, (December, 1987).

The GUIDE is a recommended approach to AIDS/HIV instruction that has been structured to achieve the following:1)provide information to school personnel on how to implement a home/school/community approach to AIDS instruction, 2) provides suggested grade-level cluster lessons that are considered age-appropriate and sequentially developed through objectives and outcomes from K-12 Stress Healthful Lifestyles,Health Education Curriculum 3) provides, in grades K-6, a focus on AIDS which will allay fear and concern, 4) stress abstinence in all lessons where methods of prevention are discussed, 5) provide connections to the Health Syllabus: Regents'Goals and 6) provide current AIDS information.

CURRICULA

Hibbard, M., MacDowell, P., Moehrle, C., Kirschner, B., Giuffre, J., Shaber, R., Fitzpatrick, L., Brokopp, C., and Page, S., North Central District Health Department, Independent School District No. 1 (Lewiston), Idaho Department of Education, Idaho Department of Health and Welfare. IDAHO SCHOOL-BASED AIDS POLICY, PROCEDURES AND EDUCATION, A PROCESS APPROACH, (SEPTEMBER, 1988).

Covers school board awareness, school administration policy development and procedures, employee inservice, patron education and student instruction. The purpose of the project is to develop a flexible approach for helping Idaho school districts cope with school and community fears and concerns about AIDS. This project consists of six AIDS educational modules, each specific to a different target group. Emphasis is placed on the process of developing policies, procedures, and curricula rather than content only.

CURRICULA

Radloff, Paula, HIV Educator, Oregon Health Division - HIV Program, Department of Human Resources, Health Division , 1400 SW 5th Ave, Portland, Oregon 97201. AIDS: THE PREVENTABLE EPIDEMIC, (December, 1988). Grades 4-12.

The goal is to provide students with accurate information about HIV disease and guide them in making responsible decisions to protect their health and the health of others both now and in the future. The curriculum guide is divided into three grade level units at this time. Each unit contains five to six lesson plans, activities and transparencies. Following the instructional unit is a listing of other educational resources. Does a good job at building and developing skills. Based on Quakenbush and American Red Cross programs.

CURRICULA

Vincent, Edith P., State Supervisor, Health Education/Services, Department of Public Instruction, The Townsend Building, P.O. Box 1402, Dover, Delaware 19903. AIDS POLICIES AND INSTRUCTIONAL MATERIALS, (December, 1985). Grades K-12.

Includes policy for providing education to students with AIDS, handling of body fluids, instructions for school bus drivers, guidelines for dealing with school personnel with AIDS. AIDS education - this includes a comprehensive K-12 health education policy and lesson plans from What Makes Me Tick? (K-6), secondary materials with a resource guide for teachers, an AIDS pre- and post- test, values ranking, transparencies and a section on recommended instructional materials for students on AIDS, sexually transmitted disease and reproductive health.

CURRICULA

Abraham, Laura, The National PTA, 700 North Rush Street, Chicago, IL 60611-2571, (312) 787-0977, AIDS EDUCATION AT HOME AND SCHOOL, (1988).

It contains resources, ideas, sample sucess stories, as well as an activity calendar for parent organizations that are working to further the HIV/AIDS effort. Contact the National PTA for further information on their AIDS education project.

CURRICULA

American Red Cross, National Headquarters, Washington, DC 20006. AIDS PREVENTION PROGRAM FOR YOUTH, (1987). Grades: Junior and High School Age Youth.

The American Red Cross AIDS Prevention Plan for Youth is a family, school, and community based program involving students, parents, teachers, school officials and community leaders. The objective of the program is to provide junior and senior high school age youth with the information, educational materials, and training needed to choose behaviors that reduce their risk of contracting the HIV/AIDS virus. The information provided by the Red Cross could easily be adapted for community education. The prevention plan contains videos, posters, brochures as well as guides for teachers and students.

CURRICULA RELATED

The Teachers' Laboratory, Inc., P.O. Box 6480, Brattleboro, Vermont 05301-6480; (802) 254-3457. AIDS EDUCATION PACKET, (1989). $7.50 a packet. Grades: K-12.

The resources in this packet are intended to guide and support you as you respond to the need for AIDS education. A special issue of The Teachers' Lab newsletter, CONNECT, focuses on AIDS education in K-8 classrooms. It provides descriptions of successful programs in the words of teachers and reviews resources and projects nationwide. For older students it provides the new book by Lynda Madaras entitled Lynda Madaras talks to Teens About AIDS; it is a practical guide that covers facts, the spread of AIDS and techniques of prevention, while it exposes confounding rumors.

BOOKS

Tilleraas, Perry. The color of light - daily meditations for all of us living with AIDS. Hazelden Meditation Series, 1988, paper, 6.95.

CURRICULA

Emerson-Roy, K. Panhandle Area Educational Cooperative, 411 West Boulevard, Chipley, Florida 32428. School Health Curriculum Project, (1988). AIDS K-6.

This curriculum was developed by 12 teachers under project direction in six Florida Panhandle school districts. The curriculum provides teachers with easy-to-incorperate lessons on AIDS that are age - appropriate and make use of a wide variety of teaching techniques and materials. Specific lessons are designed for each of these grade levels: K,1,2,3,4 and 5&6 together. A complete materials and resource list accompany each activity and include costumes, puppets, flannel board stories, video tapes, picture cards, flash cards, worksheets, books, pamphlets, coloring books, games, puzzles, activity ooks, transparencies, role playing situations. Materials are from other curricula (Dade Countu, American Red Cross) and much is original.